

This interactive and engaging course is for educators and those working in early childhood settings, who would like to evolve and expand their practice and pedagogy. Using Rudolf Steiner's insights on child development, the course offers a unique opportunity for those working with young children to create optimum learning experiences and environments for children from birth to 7 years old.

This is a practical course that includes learning together through discussion and exercises in designing daily programs and creating supportive environments. It will include singing, storytelling and arts, crafts and movement. All activities support the EYLF.

Each day will typically have a rhythmic process beginning with singing and movement, followed by a presentation of the key ideas, with discussion and practical exercises, where appropriate. The last session will be creative, with crafting, painting, modelling and end with reflection. The aim ultimately is to become more energised, motivated, confident and connected to the inner wisdom that we all have.

Day 1:

Understanding the essentials of how young children learn and what supports whole child development in a healthy way.

We will explore the keys that Rudolf Steiner provided, to help us understand the nature of childhood from birth to seven years, and give us an orientation to the way we look at children and how we support them in a meaningful way. We will look at various ways we can support the emerging intentions of

each child, with a caring heart and respectful guidance. We will engage in case studies to help us go beyond stereotypical judgements.

We will learn from Nature, our ally, how to tell simple imaginative stories to children. To that end each participant is to bring something from nature they feel a connection to. We will have a guided process to ensure everyone learns how to develop stories that nourish and heal.

We will create the simplest babydoll, learning how to form the doll in such a way as to help children who might be experiencing loss, disconnection or loneliness.

Day 2:

Music and movement- the way to a child's heart.

Children live in the element of movement in a deep and profound way. Their skills in imitation are derived from their intense observation of everything that moves. All that we do physically, works deeply on the child's sense of safety, joy and enthusiasm for life and learning. We will explore what kinds of movements, gestures, dances and activities can truly nourish this aspect of their lives.

Music is movement in sound, deeply connected to the human soul and is an essential part of language development of young children. We will consider traditional songs and rhymes, attempt to understand their content and structure and use them as examples that can inform our creative practice.

We will learn how to create simple songs, rhymes and movements through a guided and supported experience.

We will make moving pictures to work with our songs and rhymes.

Day 3:

How to provide the foundation of health and resilience through rhythm and rest.

What are the activities and experiences that nurture children and support the nervous system? What doesn't? What is the difference between rhythm and routine, planning and programming? What is sensory nourishment, sensory stimulation? What is the difference between directed and non-directed play?

We will brainstorm all the activities that can support children's learning through play, and design a day in the life of a young child in different settings eg. bushkinder, family daycare, kinder, prep. etc.

Painting in water colours. And how to bring this experience to children.

Day 4:

It's who you are not so much what you do, that matters to the young child. Helpful keys to becoming creative and authentic, empathetic and enthusiastic.

How do we meet the challenges of a busy stressful life? How do we avoid burnout? How can we uncover what is unresolved in us around our inner child and begin to heal? What gives each of us energy and enthusiasm and how can we create the conditions to allow for these to enter more of our lives? Keys to finding our balance and peace 'for the sake of

the children'. Identifying what are my special qualities and in which areas can I grow, using the planetary qualities as the rainbow of our souls.

We will work on Inner Child exercises using Lucia Capacchione's Recovery of Your Inner Child.

Playing with the planetary qualities in clay.

Day 5:

A joyful way into the EYLF.

We will work with an illustrative version of the EYLF and give meaning and imagination to the language of the framework. We will compare the Steiner Early Childhood curriculum with the EYLF and identify what the differences might be, if any, and also discuss how creative and free we can be within the framework.

Each person will prepare short and lively presentations, using any creative means, that illustrate an aspect of this course, with visuals, examples, practical applications and how it connects to the EYLF.

An artistic evaluation and feedback session will be completed to conclude the series.

Course facilitator: Carol Liknaitzky has been involved in education in South Africa and Australia for many years. She has taught at the School of Education, Victoria University, and currently runs the Nourishing Early Childhood part-time course at the Steiner Seminar in Melbourne and in Albert Park, Victoria. She is an education leader for Ignite Minds family day care centre in Victoria. She co-founded the Inkanyezi Waldorf school and Baobab

Community College teacher training centre in Alexandra Township, Johannesburg, South Africa during the 1980s. Carol has spent her life working with children, especially those in deep poverty in South Africa. She was the Impilo Pilot project manager for the department of education in South Africa, a project partnered with UNICEF and designed to bring about new non-racist child-focused

legislation. She has worked in many contexts: for child's rights, in community development, in schools, (Steiner and mainstream) and in government in South Africa, where she was a pivotal member working to establish the Qualifications Framework for the New South Africa. She has parented five children and is a grandmother of six.

Upon completion of the masterclass participants will receive a USC Certificate of Participation worth 25 hours of Professional Development.